

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Ronald E. McNair Middle School

District: Florence School District Three

Principal: David Laws Jr.

Superintendent: Mrs. Beth Wright

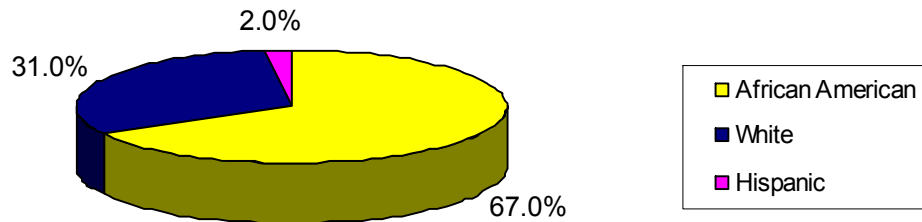
FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

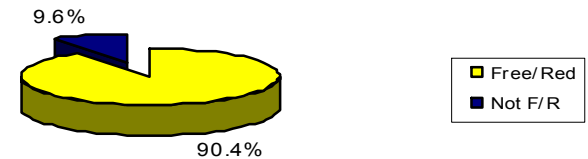
School Profile

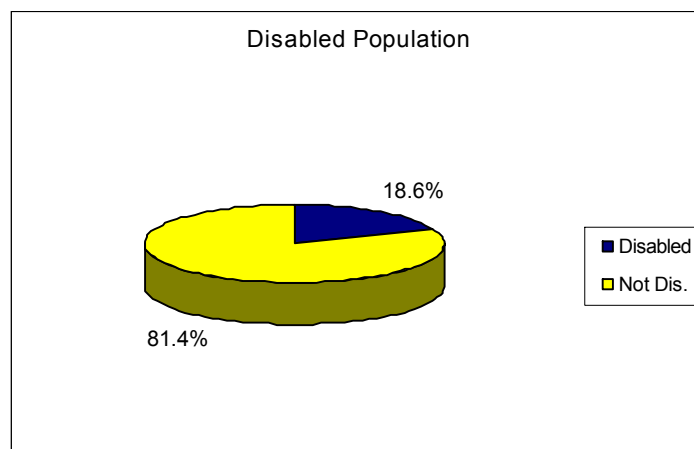
Ronald E. McNair Middle School Middle School is located in the Pee Dee area of South Carolina, in the rural town of Lake City, South Carolina. The school has a student population of 423 students and a staff of 34 certified teachers. The student population is comprised of 70% African American, 29% White and less than 1% Hispanic. Approximately 90% of Ronald E. McNair Middle School Middle School students are eligible for free/reduced lunch. Approximately 21.3% of our students are classified as students with disabilities.

Racial Diversity



Population Living in Poverty





Ronald E. McNair Middle School is a Teacher Advancement Program (TAP) school as part of a federally funded Teacher Incentive Funds grant. TAP is a reform model that places emphasis on modeling, observing, supporting, and analyzing classroom instruction. Teachers meet twice a week to collaborate with content master teachers. Master teachers are successful classroom teachers that exhibited the ability to serve as instructional leaders and mentors. Master teachers research and select strategies that have proven to increase student achievement then model and assist teachers in implementing the strategy. In the 2007-08 school year, teachers had 90 minutes of planning time each day.

Teacher turnover has been a major concern at Ronald E. McNair Middle School. In previous years, Ronald E. McNair Middle School has had numerous vacancies each year. At the beginning of the 2007-08 school year, 18 teachers were new to the school. Of the 18 teachers, 9 were first year teachers. For the 2008-09 school year, Ronald E. McNair Middle School is projected to have six new teachers. Only 14% of teachers have advance degrees. This is the second year for the administrative team at Ronald E. McNair Middle School

Ronald E. McNair Middle School is rich with technology. Previous funding has been used to establish two computer labs. These two labs utilize Class Works to provide students additional instruction. Class Works utilizes MAP data to identify standards that students failed. The program then creates a prescriptive list of tutorials to assist student understanding and achieving each failed standard. Students attend the Class Works enrichment lab as part of their regular schedule and/or during the school extended day program. The extended day program provides students who have been targeted for significant progress extended classroom instruction and support.

Sixth grade students have access to 60 laptops as part of a technology grant. Sixth grade teachers use the laptops to integrate technology into teaching and learning. Teachers received training on how to use technology to promote student engagement and improve student achievement.

A promethean board has been installed in each academic classroom. The promethean boards assist teachers in providing engaging, colorful, interactive, and realistic instruction to students. The school has 12 curriculum-on-wheels (COW)—four for each grade level. The COW's are used to present instruction in the form of video clips, illustrations, and music lyrics. The COW is aligned to South Carolina standards for science, social studies, and math. Ronald E. McNair Middle School Middle School uses the Brain Child program during its Saturday enrichment program. The program provides instructional tutorial for English, math, and science. Technology is being used to enhance instruction and increase student achievement. All resources at the school are closely aligned to SC academic standards.

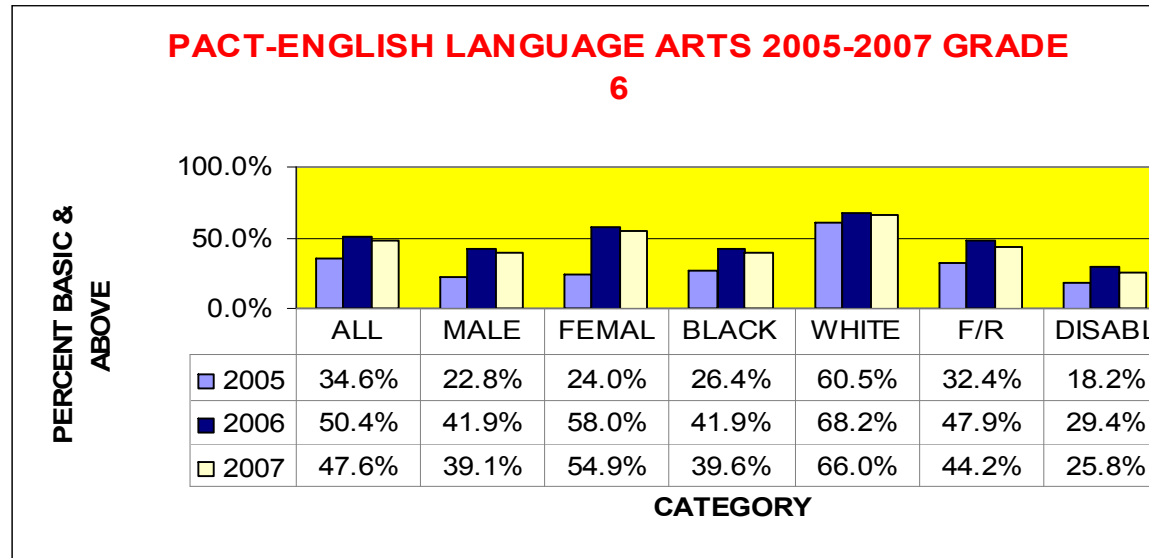
Ronald E. McNair Middle School Middle School is a single gender school. The 2007-08 school year was the first year of full grade implementation for core classes. Advanced and related arts classes were mixed gender. Teachers used research based single gender strategies to present instructions most effective for each gender group.

Data analysis and TAP classroom observations indicated that single gender strategies, differentiated instruction, instructional supervision, the Class Works enrichment labs and the extended-day programs have been effective in improving student achievement. For the 2008-09 school year, Ronald E. McNair Middle School plans to have a more in-depth implementation of these programs and school reform initiatives.

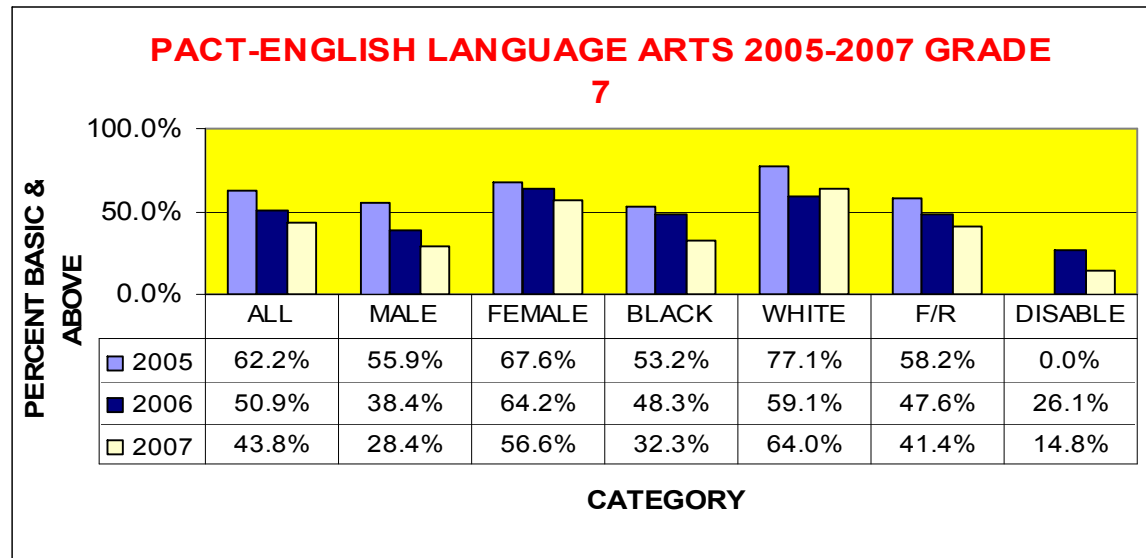
REVIEW OF DATA

Palmetto Achievement Challenge Test

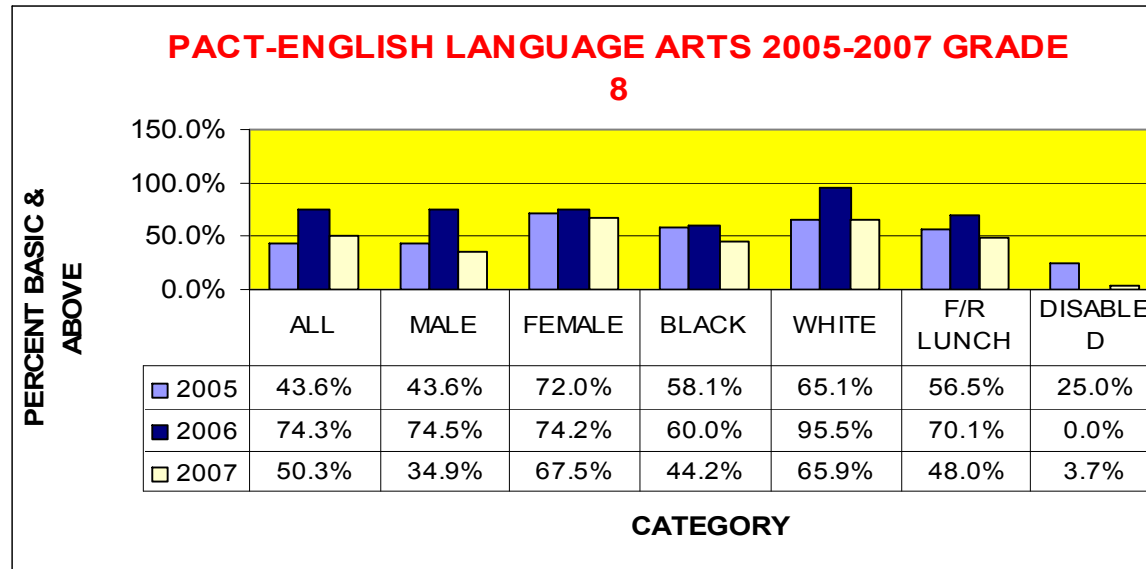
English Language Arts 6-8



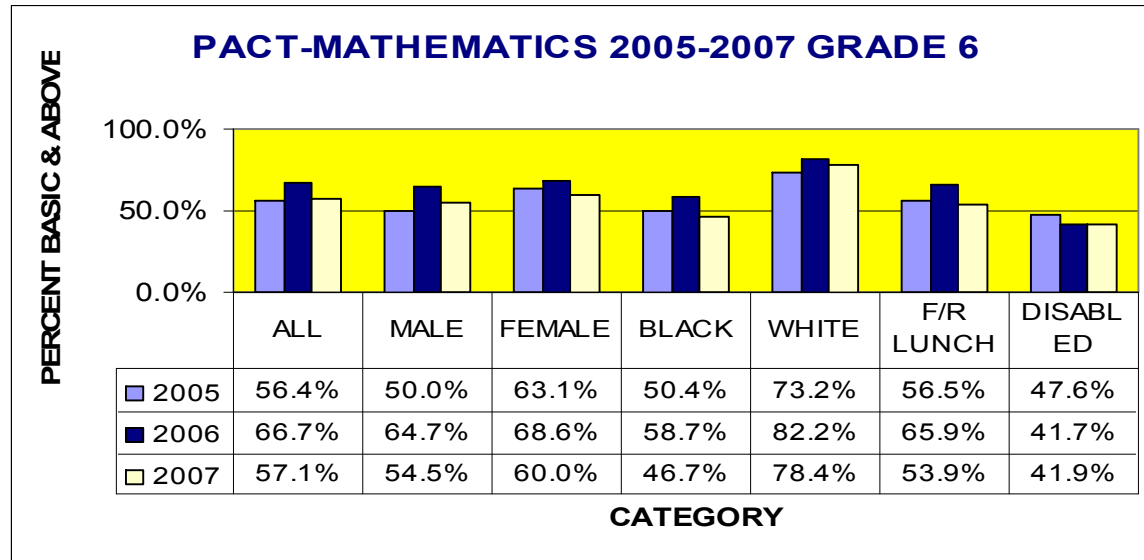
REMMS 6th graders made positive strides in English Language Arts, but not to the extent we would prefer.



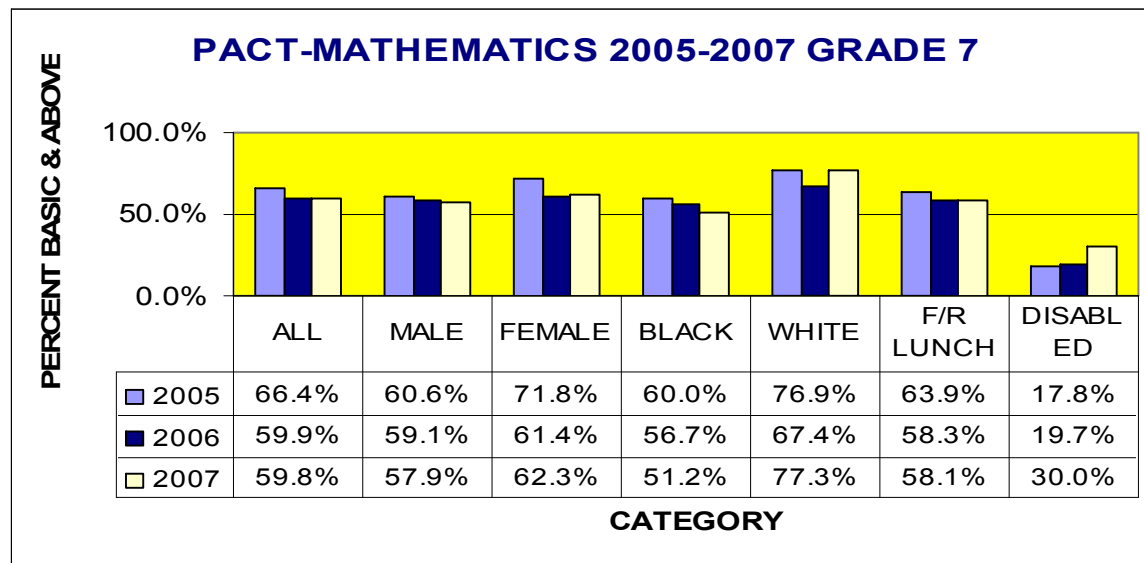
There was a decline overall in the last three years. The largest decline was in "male" and "black" students.



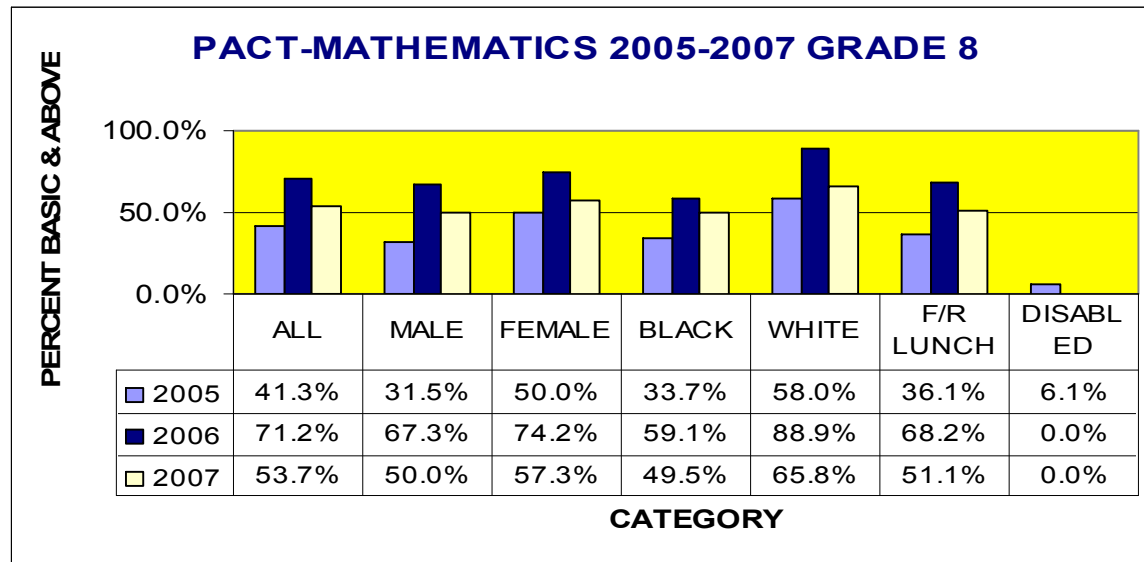
There was a significant increase in 2006 for all students primarily due to increased student achievement in the “male” population.



There was an increase in student achievement in 2006 primarily due to the improvement in “male” performance. Student performance declined in 2007. There continues to be a gap in “white” and “black” performance.

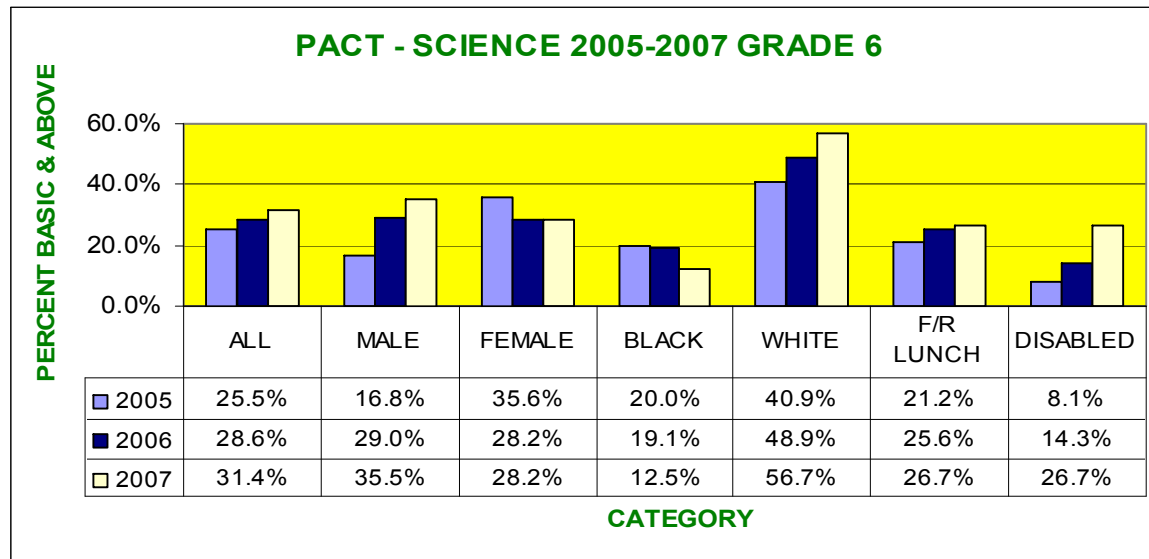


Disabled students' improved their performance in 2007. However, student performance declined in 2006 and 2007. There continues to be a gap in "white" and "black" performance.

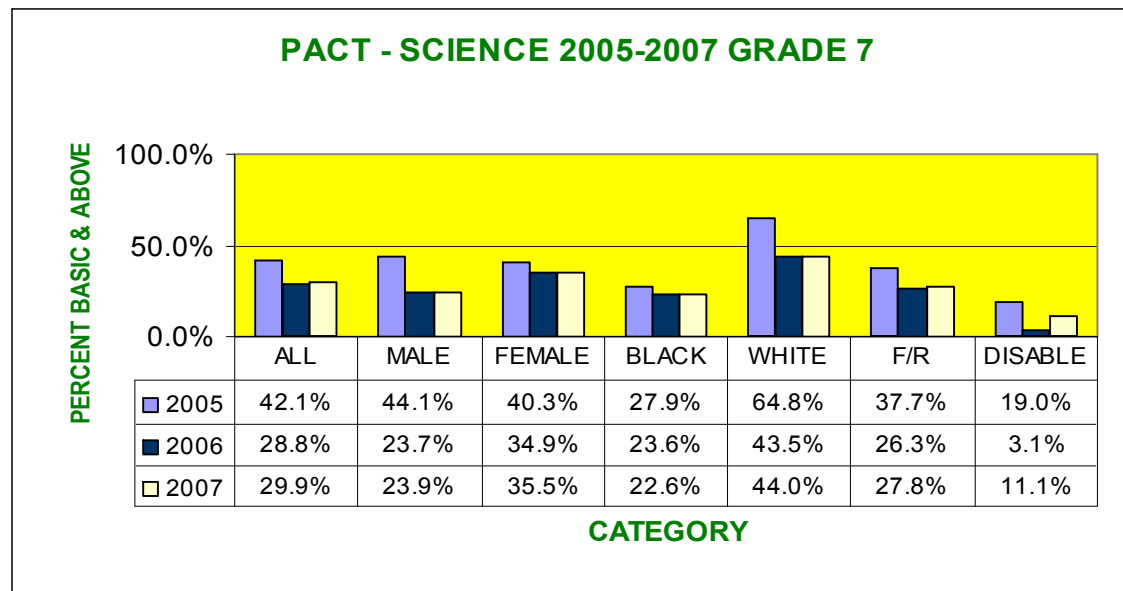


There was an increase in student achievement in 2006 primarily due to the improvement in "male" and "white" performance. However, student performance declined in 2007. The gap in "white" and "black" performance was reduced over the three year period.

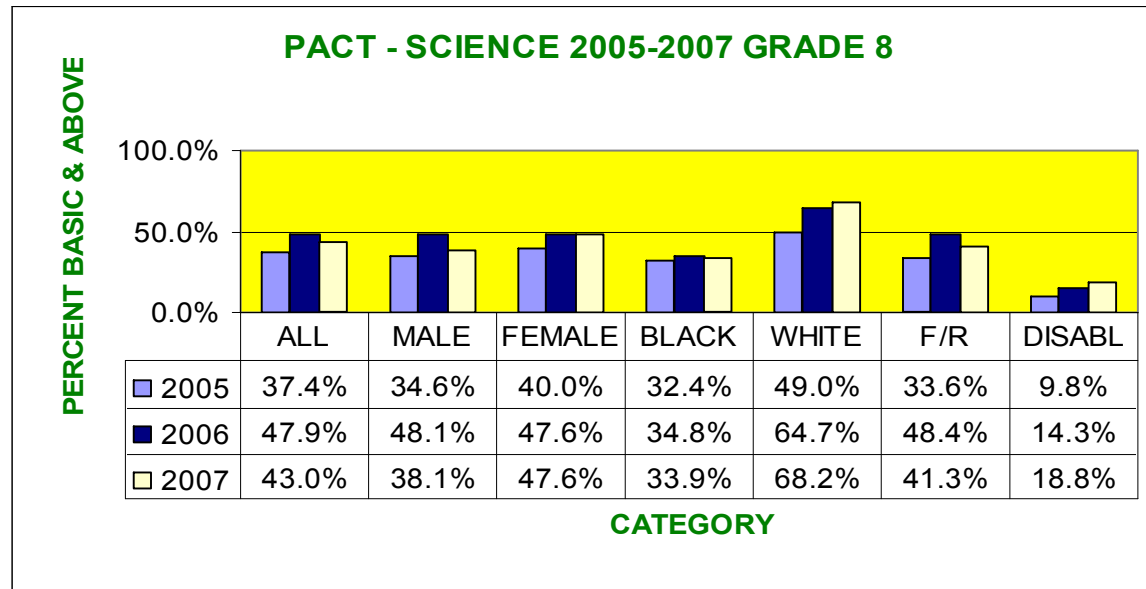
SCIENCE – Grades 6-8



There was an increase in student achievement in 2006 and 2007 primarily due to the improvement in “male”, “white” and “disabled” performance. However, the gap widened between “white” and “black” performance.

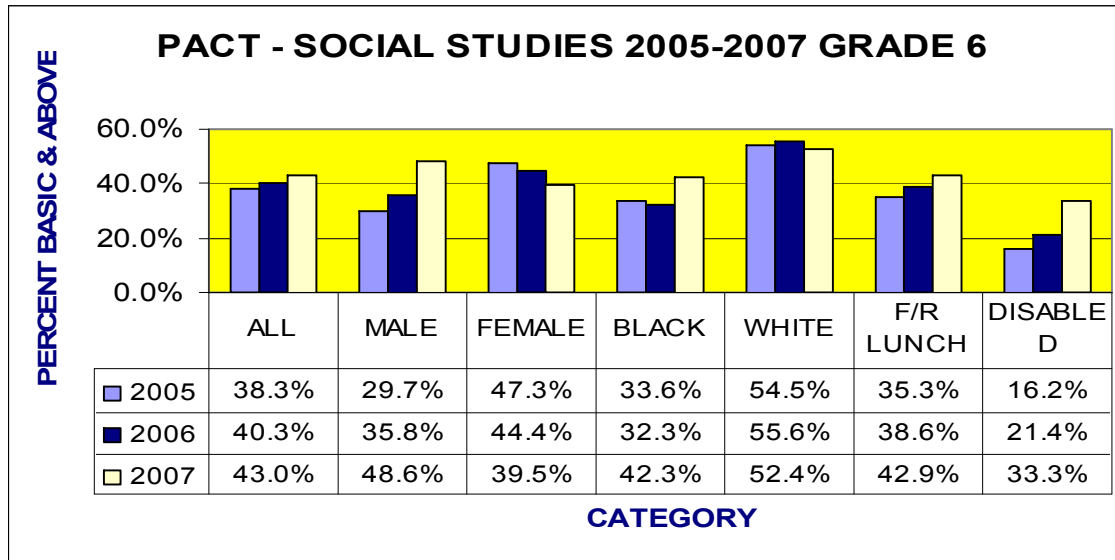


There was a decrease in student achievement in 2006 and 2007 primarily due to the "male" and "white" performance. There was a gap between "white" and "black" student performance.

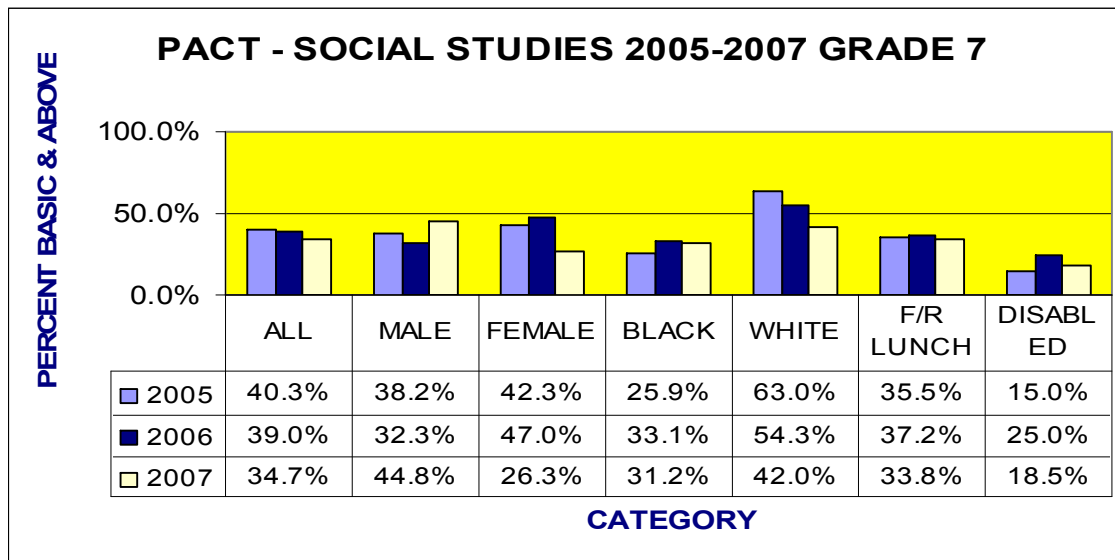


Overall, student achievement increased in 2006 and decreased in 2007. "White" and "disabled" students made progress over the three years. However, all other categories decreased from 2006 to 2007.

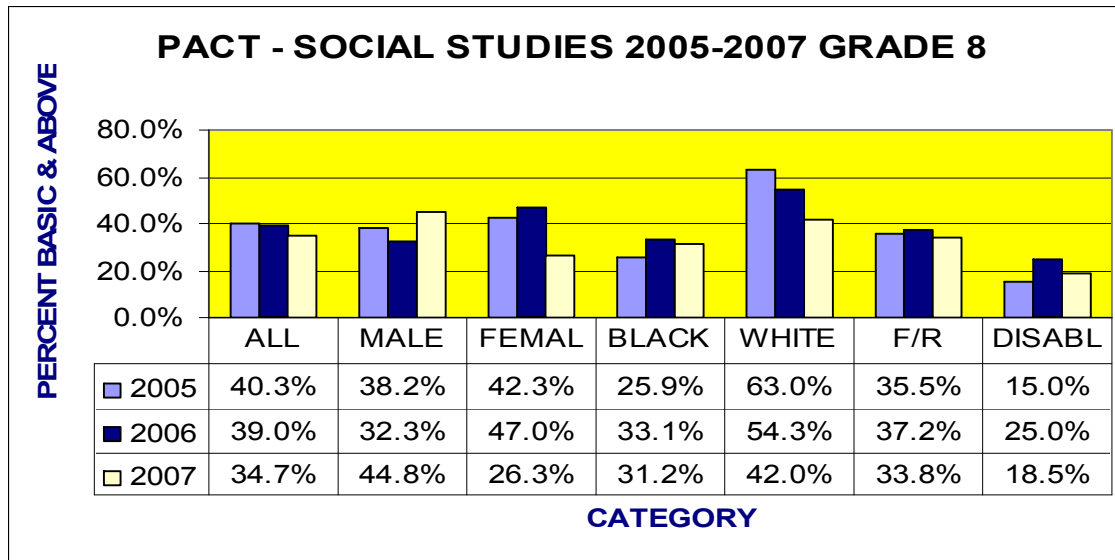
SOCIAL STUDIES – Grades 6-8



Overall student achievement increased from 2005 to 2007. "Male", "black" and "disabled" students showed the most improvement. "Female" student performance declined over the three year period.



Overall student achievement decreased from 2005 to 2007. "Female" and "white" student performance declined over the three year period. However, "male" and "black" student performance improved.



Overall student achievement decreased from 2005 to 2007. "Female" and "white" student performance declined over the three year period. However, "male" student performance improved.

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From 2005 – 2007, the data indicates that there were student achievement gains. However, the gains were not sustained in all academic areas in all grade levels. The data does show that there were differences in achievement between male and female students and between black and white students. Although there were some improvements made with disabled students, this population continues to be an area of instructional focus. The data indicated that male performance lagged behind female performance in English, Mathematics, and Science; however, in Social Studies the male students improved at a greater level than the female students.

Over the last three years REMMS has had a high percentage (85%) of teacher turnover. Only 6 teachers remain on the faculty from 2005. In order to retain a highly qualified staff, REMMS has adopted the Teacher Advancement Program (TAP) model which provides continuous staff development and instructional support. Research indicates that a highly qualified staff will positively impact student achievement. Gender differences in achievement identified the need to provide gender specific instructional strategies. Because of the percentage of students that were below basic in ELA and Math, it was necessary to offer additional instructional time to build student achievement.

After careful review of the data by the school leadership team, it was determined that the instructional focus should be on English/Language Arts, Math, and Science. Although the leadership team recognized the need to improve student achievement in social studies, it was decided that the greatest improvement could be attained by focusing on ELA, Math, and Science. The leadership team decided to use MAP data to analyze student progress during the year in order to make sure students were on target to improve spring test scores.

We chose the following goals to focus on for 2008-2009:

**Focused Student Achievement Goal 1:** *By April 1, 2009, 70% of the targeted students (students that scored Below Basic or Basic on 2008 PACT) in grades 6<sup>th</sup> through 8th at REMMS will increase their overall MAP Reading (ELA) score as measured by their fall 2008 by 6 points or more on the spring 2009 MAP Reading assessment.*

**Focused Student Achievement Goal 2:** *By April 1, 2009, 70% of the targeted students (students that scored Below Basic or Basic on PACT 2008) in grades 6<sup>th</sup> through 8th at REMMS will increase their overall MAP Math score as measured by their fall 2008 by 6.5 points or more on the spring 2009 MAP Math assessment.*

**Focused Student Achievement Goal 3:** *By April 1, 2009, 70% of the targeted students (students that scored Below Basic or Basic on 2008 PACT Science) in grades 6<sup>th</sup> through 8th at REMMS will increase their overall MAP Science-Concept and Processes score as measured by their fall 2008 by 6 points or more on the spring 2009 MAP Science-Concepts and Processes assessment.*

## 2008-2009 SCHOOL TIME LINE

### **July 2008**

- SCTAP Summer Training for Instructional Leadership Team
- Teachers Promethean Board Training
- Anderson 5 Curriculum Alignment
- Purchase Orders

### **August 2008**

- Differentiated Instruction Training for Teachers
- 6<sup>th</sup> Grade Mini Camp
- Back-to-School Jamboree
- Weekly Instructional Meeting, Review of Lesson Plans; Observations; Walk-Through; Enrichment Lab Review; Cluster Meetings—TAP Rubric
- Monthly SIC meeting
- Purchase Orders—Supplies & Materials Begins
- Benchmark Testing Begins

### **September 2008**

- Administer Fall MAP
- FSRP Review & Revisions
- FSRP Presentation to School Board
- Title-1 Parent Meeting
- Grits for Grand—Parental Involvement
- PSAT Prep Early Bird Classes Begin
- Staff Development on Single Gender Strategies Implementation
- E-Tech Camp (Camp Bob Cooper)
- Analyze Spring PACT results
- Collaboratively analyze student PACT and MAP results during staff retreat
- Weekly Instructional Meeting, Review of Lesson Plans; Observations; Walk-Through; Enrichment Lab Review; Cluster Meetings—TAP Rubric
- Monthly SIC meeting/activities

### **October 2008**

- Teacher Conferences
- Benchmark Test
- Weekly Cluster Meetings
- Student Awards & Recognitions
- Muffins for Mom—Parental Involvement
- Saturday Enrichment, Early Bird, and Extended Day Programs Begin
- Monthly SIC meeting/activities
- Mock Elections
- Beta Club Induction
- Formal Observation Schedule Begins

### **November 2008**

- Teacher Conferences
- Weekly Cluster Meetings
- Monthly SIC meeting/activities

### **December 2008**

- Winter MAP testing
- Review MAP Data
- Student incentive Trip to Carolina Panthers, Charlotte NC
- Weekly Cluster Meetings
- Monthly SIC meeting/activities

### **January 2009**

- Monthly SIC meeting/activities
- Ronald E. McNair Middle School Day & Student Awards & Recognition
- Enrichment Lab Review; Cluster
- Weekly Cluster Meetings
- Spelling Bee Competition
- Benchmark Test

### **February 2009**

- Weekly Cluster Meetings
- Monthly SIC meeting/activities
- Black History Program
- Harlem Superstars Fundraiser/Incentive
- Sweetheart Dance Student Incentive

### **March 2009**

- Spring MAP testing
- Donuts for Dad—Parental Involvement
- Weekly Cluster Meetings
- Student Incentive Trip to Charlotte Bobcats, Charlotte, NC
- Monthly SIC meeting/activities

### **April 2009**

- 8<sup>th</sup> Grade Trip to Kennedy Space Center and Universal Studios
- Student Awards & Recognition
- Weekly Cluster Meetings activities
- Biology Merit Exam
- Final Benchmark Test
- Monthly SIC meeting/
- Parents-Students-Staff PASS Test Cook-out

### **May 2009**

- PASS and EOC Tests
- Weekly Cluster Meetings
- Monthly SIC meeting/activities

- Benchmark Test

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 1:**

**By April 1, 2009, 70% of the targeted students (students that scored Below Basic or Basic on 2008 PACT) in grades 6<sup>th</sup> through 8<sup>th</sup> at REMMS will increase their overall MAP Reading (ELA) score as measured by their fall 2008 by 6 points or more on the spring 2009 MAP Reading assessment.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

| <b>Strategy</b><br>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.                                                                                                                                                                                                                                                                                                                                   | <b>Person(s) Responsible<br/>(Position/Name)</b>                                                                      | <b>Start Date of Strategy</b> | <b>Indicator(s) of Implementation</b><br><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Conduct the MAP assessment <ul style="list-style-type: none"> <li>Administer the MAP assessment during the first week of September 2008, December 2008, and March 2009.</li> <li>Use the September 2008 assessment to establish the baseline data for the FSRP ELA goal.</li> <li>Use December 2008 administration to monitor progress.</li> <li>Use the March 2009 assessment to determine attainment of FSRP goal.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Principal, David Laws</li> <li>Assistant Principal, Jeanette Altman</li> </ul> | <p>09/08</p>                  | <ul style="list-style-type: none"> <li>MAP ELA Results—the fall MAP ELA scores will establish students baseline performance levels (Laws, Altman)</li> <li>Spreadsheet—the spreadsheet will identify targeted students and display each student fall, winter, and spring scores. (Laws, Altman)</li> <li>Final data spreadsheet—determine if the FSRP goal was met; percent of targeted students that grew more than a years growth (Laws, Altman)</li> </ul> |

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| <ul style="list-style-type: none"> <li>Utilize Class Works and Reading Counts to improve student achievement in ELA <ul style="list-style-type: none"> <li>Enroll target students</li> <li>Monitor student progress and participation</li> <li>Review observations and progress reports weekly</li> </ul> </li> </ul>                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Instructional Leadership Team</li> <li>Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul> | 08/08 | <ul style="list-style-type: none"> <li>Class roster—enroll students into enrichment labs each semester. (McElveen)</li> <li>Provide 20 minutes mini-lesson and 30 minutes of Class Work computer based instructions (McElveen).</li> <li>Monthly student progress report of how students progressing in Enrichment Labs (McElveen).</li> <li>Weekly walk-through and formal observations, documented monthly, the ILT will monitor instructions and provide effective support as needed (McElveen).</li> <li>Quarterly spreadsheet that shows student growth on MAP and benchmark assessments (McElveen).</li> </ul>                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>Implement an Early Bird and Extended Day programs <ul style="list-style-type: none"> <li>Enroll target students</li> <li>Provide additional instruction and support to students</li> <li>Review the observations and progress reports.</li> </ul> </li> </ul>                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Instructional Leadership Team</li> <li>Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul> | 08/08 | <ul style="list-style-type: none"> <li>Class and attendance rosters—monitor student participation in the programs monthly (McElveen).</li> <li>Approved teacher contracts—Utilize certified teachers to provide student extended instructions in ELA (Laws).</li> <li>Weekly walk-through and formal observations, documented monthly, the ILT will monitor instructions and provide effective support as needed (McElveen).</li> <li>Quarterly spreadsheet that shows student growth on MAP and benchmark assessments (McElveen).</li> </ul>                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>Implement single gender strategies to promote student learning <ul style="list-style-type: none"> <li>Review lesson plans weekly</li> <li>Have teachers present best practices monthly</li> <li>Survey parents, teachers, and students to obtain feedback on strategies effectiveness</li> <li>Conduct and review teacher observations of single gender strategies implementation</li> <li>Teachers will present best practices at single gender and middle school conferences</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Instructional Leadership Team</li> <li>Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul> | 08/08 | <ul style="list-style-type: none"> <li>Agendas of teacher training—ensure that teachers are prepared to implement single gender strategies quarterly. (Laws)</li> <li>Review teacher lesson plans quarterly—record teacher plan and preparation to effectively implement single gender strategies and provide feedback to teachers. (McElveen)</li> <li>Weekly cluster meeting record—ILT will continuously monitor student learning and supervise instructional implementation. (McElveen)</li> <li>Parent, teacher, and student surveys at the end of the year to obtain feedback on the effectiveness of single strategies to promote student learning. (Laws, Altman)</li> <li>Weekly walk-through and formal observations, documented monthly,-obtain feedback on the effectiveness of single gender strategies to promote student learning. (McElveen)</li> </ul> |



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| <ul style="list-style-type: none"> <li>Implement differentiated instructional strategies to address the learning needs of each students             <ul style="list-style-type: none"> <li>Provide additional staff development on differentiated instruction</li> <li>Review teacher lesson plans for differentiated instructional strategies</li> <li>Conduct and review teacher observations for differentiated instructional strategies implementation</li> </ul> </li> </ul>                                                                               | <ul style="list-style-type: none"> <li>Instructional Leadership Team             <ul style="list-style-type: none"> <li>Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul> </li> </ul> | 08/08 | <ul style="list-style-type: none"> <li>Agenda of teacher training—ensure that teachers are prepared to implement differentiated strategies (Laws).</li> <li>Teacher lesson plans reviewed quarterly—provide evidence of plans to effectively implement differentiated strategies (McElveen).</li> <li>Weekly cluster meeting records—ILT will continuously monitor student learning and supervise instructional implementation (McElveen).</li> <li>Weekly walk-through and formal observations, documented monthly,-obtain feedback on the effectiveness of single gender strategies to promote student learning. (McElveen)</li> </ul> |
| <ul style="list-style-type: none"> <li>Provide engaging lessons, activities, and content that are based on the South Carolina ELA standards             <ul style="list-style-type: none"> <li>Use the Anderson 5 curriculum as a framework</li> <li>Provide additional staff development on Anderson 5 curriculum alignment</li> <li>Review teacher lesson plans for effective lessons</li> <li>Conduct and review classroom observations</li> </ul> </li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>Instructional Leadership Team             <ul style="list-style-type: none"> <li>Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul> </li> </ul> | 08/08 | <ul style="list-style-type: none"> <li>Curriculum Guides and Pacing Guides--provide the framework for ELA instruction following the SC Academic Standards (McElveen).</li> <li>Teacher lesson plans reviewed quarterly to provide evidence of continuous standards based lessons and activities (McElveen).</li> <li>TAP observation Results--provide documentation of standards based instructions and activities (Laws, Altman).</li> <li>Weekly cluster meeting records—ILT will review, monitor, and plan instructional implementation and support activities (McElveen).</li> </ul>                                                 |
| <ul style="list-style-type: none"> <li>Provide student incentives for academic and character achievements             <ul style="list-style-type: none"> <li>Schedule quarterly awards and recognition ceremonies</li> <li>Award students who have the greatest increase in their MAP Reading performance a free ticket to Carolina Panthers game in December 2008.</li> <li>Award students a free ticket to the Charlotte Bobcats game in March 2009 who achieves a fall 2008 to spring 2009 MAP growth of 6 points or more in Reading.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Principal, Laws</li> <li>Assistant Principal, Altman</li> <li>Book-keeper, Dot Sullivan</li> </ul>                                                        | 10/08 | <ul style="list-style-type: none"> <li>Purchase requests—purchase of trophies and medals for student awards ceremonies (Laws, Sullivan).</li> <li>Purchase requests—purchase of tickets for the <i>Carolina Panthers and Charlotte Bobcats</i> games. Extrinsic rewards will provide students the motivation to give their best efforts on assessments (Laws, Sullivan).</li> <li>Field Trip request forms—documentation of incentives provided for student achievement (Laws, Sullivan).</li> <li>Award Rosters—identify the students that met the established goal (Laws, Altman).</li> </ul>                                          |
| <ul style="list-style-type: none"> <li>Schedule students that scored Below Basic on 2008 PACT ELA two periods of instructions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Principal, Laws</li> <li>Guidance, Kelley Moore</li> </ul>                                                                                                | 08/08 | <ul style="list-style-type: none"> <li>Student schedules (Moore)</li> <li>Student progress reports (Moore)</li> <li>Spreadsheet comparing double block student MAP performance with non double block student MAP performance (McElveen)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       |

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 2:** *By April 1, 2009, 70% of the targeted students (students that scored Below Basic or Basic on PACT 2008) in grades 6<sup>th</sup> through 8<sup>th</sup> at REMMS will increase their overall MAP Math score as measured by their fall 2008 by 6.5 points or more on the spring 2009 MAP Math assessment.*  
*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

| <b>Strategy</b><br>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.                                                                                                                                                                                                                                                                                                                                              | <b>Person(s) Responsible</b><br><b>(Position/Name)</b>                                                                    | <b>Start Date of Strategy</b> | <b>Indicator(s) of Implementation</b><br><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>                                                                                                                                                                                                                                                                 |
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| <ul style="list-style-type: none"> <li>• Conduct the MAP assessment <ul style="list-style-type: none"> <li>• Administer the MAP assessment during the first week of September 2008, December 2008, and March 2009.</li> <li>• Use the September 2008 assessment to establish the baseline data for the FSRP math goal.</li> <li>• Use December 2008 administration to monitor progress.</li> <li>• Use the March 2009 assessment to determine attainment of FSRP goal.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Principal, David Laws</li> <li>• Assistant Principal, Jeanette Altman</li> </ul> | 09/08                         | <ul style="list-style-type: none"> <li>• MAP Math Results—the fall MAP Math scores will establish students baseline performance levels (Laws, Altman)</li> <li>• Spreadsheet—the spreadsheet will identify targeted students and display each student fall, winter, and spring scores. (Laws, Altman)</li> <li>• Final data spreadsheet—determine if the FSRP goal was met; percent of targeted students that grew more than a years growth (Laws, Altman)</li> </ul> |

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| <ul style="list-style-type: none"> <li>Utilize Class Works to improve student achievement in math             <ul style="list-style-type: none"> <li>Enroll target students</li> <li>Monitor student progress and participation</li> <li>Review observations and progress reports</li> </ul> </li> </ul>                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Instructional Leadership Team</li> <li>Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul> | 09/08 | <ul style="list-style-type: none"> <li>Class roster—enroll students into the math enrichment lab (Jones).</li> <li>Provide 20 minutes mini-lesson and 30 minutes of Class Work computer based instructions (Jones).</li> <li>Monthly student progress report of how students are progressing in Enrichment Labs (Jones).</li> <li>Weekly walk-through and formal observations, documented monthly, to obtain feedback on the effectiveness of single gender strategies to promote student learning. (Jones)</li> <li>Quarterly spreadsheet that shows student growth on MAP and benchmark assessments (Jones).</li> </ul>                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>Implement an Early Bird and Extended Day programs             <ul style="list-style-type: none"> <li>Enroll target students</li> <li>Provide additional instruction and support to students</li> <li>Review the observations and progress reports.</li> </ul> </li> </ul>                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Instructional Leadership Team</li> <li>Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul> | 09/08 | <ul style="list-style-type: none"> <li>Class and attendance rosters—monitor student participation in the programs monthly. (Jones)</li> <li>Approved teacher contracts—Utilize certified teachers to provide student extended instructions in math (Laws).</li> <li>Weekly walk-through and formal observations, documented monthly, the ILT will monitor instructions and provide effective support as needed (Jones).</li> <li>Spreadsheet that show student growth on MAP and benchmark assessments (Jones).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>Implement single gender strategies to promote student learning             <ul style="list-style-type: none"> <li>Review lesson plans weekly</li> <li>Have teachers present best practices monthly</li> <li>Survey parents, teachers, and students to obtain feedback on strategies effectiveness</li> <li>Conduct and review teacher observations of single gender strategies implementation</li> <li>Teachers will present best practices at single gender and middle school conferences</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Instructional Leadership Team</li> <li>Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul> | 09/08 | <ul style="list-style-type: none"> <li>Agendas of teacher training—ensure that teachers are prepared to implement single gender strategies. (Laws)</li> <li>Weekly teacher lesson plans, reviewed quarterly, to provide evidence of plans to effectively implement single gender strategies. (Jones)</li> <li>Weekly cluster meeting record—allows ILT to continuously monitor student learning and supervise instructional implementation. (Jones)</li> <li>End of year Parent, teacher, and student surveys—obtain feedback on the effectiveness of single strategies to promote student learning. (Laws)</li> <li>Weekly walk-through and formal observations, documented monthly. The ILT will monitor instruction and provide effective support as needed on the effectiveness of single gender strategies to promote student learning. (Jones)</li> <li>Conference registration—record of teacher presentation of single gender best practices (Laws)</li> </ul> |

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| <ul style="list-style-type: none"> <li>Implement differentiated instructional strategies to address the learning needs of each students             <ul style="list-style-type: none"> <li>Provide additional staff development on differentiated instruction</li> <li>Review teacher lesson plans for differentiated instructional strategies</li> <li>Conduct and review teacher observations for differentiated instructional strategies implementation</li> </ul> </li> </ul>                                                        | <ul style="list-style-type: none"> <li>Instructional Leadership Team             <ul style="list-style-type: none"> <li>Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul> </li> </ul> | 09/08 | <ul style="list-style-type: none"> <li>Agendas of teacher training—ensure that teachers are prepared to implement differentiated strategies. (Laws)</li> <li>Weekly teacher lesson plans, reviewed quarterly, to provide evidence of plans to effectively implement single gender strategies. (Jones)</li> <li>Weekly cluster meeting record—allows ILT to continuously monitor student learning and supervise instructional implementation. (Jones)</li> <li>Weekly walk-through and formal observations, documented monthly. The ILT will monitor instruction and provide effective support as needed on the effectiveness of differentiated strategies to promote student learning. (Jones)</li> </ul> |
| <ul style="list-style-type: none"> <li>Provide engaging lessons, activities, and content that are based on the South Carolina math standards             <ul style="list-style-type: none"> <li>Use the Anderson 5 curriculum as a framework</li> <li>Provide additional staff development on Anderson 5 curriculum alignment</li> <li>Review teacher lesson plans for effective lessons</li> <li>Conduct and review classroom observations</li> </ul> </li> </ul>                                                                       | <ul style="list-style-type: none"> <li>Instructional Leadership Team             <ul style="list-style-type: none"> <li>Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul> </li> </ul> | 09/08 | <ul style="list-style-type: none"> <li>Curriculum Guides and Pacing Guides--will provide the framework for math instruction following the SC Academic Standards. (Jones)</li> <li>Teacher lesson plans—provide evidence of continuous standard based lessons and activities (Jones)</li> <li>Weekly TAP observation Results, documented monthly, provide documentation of standards based instructions and activities (Laws)</li> <li>Weekly cluster meeting records—ILT will review, monitor, and plan instructional implementation and support activities (Jones)</li> </ul>                                                                                                                            |
| <ul style="list-style-type: none"> <li>Provide student incentives for academic and character achievements             <ul style="list-style-type: none"> <li>Schedule quarterly awards and recognition ceremonies</li> <li>Award students a free ticket to Carolina Panthers game in December who has the greatest increase in their MAP math performance</li> <li>Award students a free ticket to the Charlotte Bobcats game in March 2009 who achieves a Fall 08 to Spring 09 MAP growth of 6.5 points in math.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Principal, Laws</li> <li>Assistant Principal, Altman</li> <li>Secretary, Haines</li> </ul>                                                                | 10/08 | <ul style="list-style-type: none"> <li>Purchase requests—purchase of trophies and medals for student awards ceremonies (Laws, Haines)</li> <li>Purchase requests—purchase of tickets for the Carolina Panthers and Charlotte Bobcats games. Extrinsic rewards will provide students the motivation to give their best efforts on assessments. (Laws)</li> <li>Field Trip request forms—documentation of incentives provided for student achievement (Laws)</li> <li>Award Rosters—identify the students that met the established goal (Laws, Altman)</li> </ul>                                                                                                                                           |
| <ul style="list-style-type: none"> <li>Schedule students that scored Below Basic on 2008 PACT Math two periods of instructions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Principal, Laws</li> <li>Guidance, Kelley Moore</li> </ul>                                                                                                | 08/08 | <ul style="list-style-type: none"> <li>Student schedules (Moore)</li> <li>Student progress reports (Moore)</li> <li>Quarterly spreadsheet comparing double block student performance with non double block student performance (Jones)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3: By April 1, 2009, 70% of the targeted students (students that scored Below Basic or Basic on 2008 PACT Science) in grades 6<sup>th</sup> through 8<sup>th</sup> at REMMS will increase their overall MAP Science-Concept and Processes score as measured by their fall 2008 by 6 points or more on the spring 2009 MAP Science-Concepts and Processes assessment. (The desired result is student achievement. The goals must be academic goals related to the school report card.)**

| <b>Strategy</b><br>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.                                                                                                                                                                                                                                                                                                                                       | <b>Person(s) Responsible</b><br><b>(Position/Name)</b>                                                                                     | <b>Start Date of Strategy</b> | <b>Indicator(s) of Implementation</b><br><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <ul style="list-style-type: none"> <li>Conduct the MAP assessment <ul style="list-style-type: none"> <li>Administer the MAP assessment during the first week of September 2008, December 2008, and March 2009.</li> <li>Use the September 2008 assessment to establish the baseline data for the FSRP science goal.</li> <li>Use December 2008 administration to monitor progress.</li> <li>Use the March 2009 assessment to determine attainment of FSRP goals</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Principal, David Laws</li> <li>Assistant Principal, Jeanette Altman</li> </ul>                      | 09/08                         | <ul style="list-style-type: none"> <li>MAP Science Concept and Processes Results—the fall MAP science scores will establish student’s baseline performance levels (Laws, Altman).</li> <li>Spreadsheet—the spreadsheet will identify targeted students and display each student fall, winter, and spring scores (Laws, Altman).</li> <li>Final data spreadsheet—determine if the FSRP goal was met; percent of targeted students that grew more than a years growth (Laws, Altman).</li> </ul>                                                                                                              |
| <ul style="list-style-type: none"> <li>Utilize Curriculum on Wheel (COW) and science activities to improve student achievement in science <ul style="list-style-type: none"> <li>Enroll target students</li> <li>Monitor student progress and participation</li> <li>Review observations and progress reports weekly</li> </ul> </li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>Instructional Leadership Team</li> <li>Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul> | 09/08                         | <ul style="list-style-type: none"> <li>Class roster—enroll students into science enrichment lab.</li> <li>Provide 20 record mini-lesson and 30 records of science activities (Whittington).</li> <li>Quarterly student progress reports of how students progressing in science enrichment lab (Whittington).</li> <li>Weekly walk-through and formal observations, documented monthly, the ILT will monitor instructions and provide effective support as needed (Whittington).</li> <li>Quarterly spreadsheet that shows student science growth on MAP and benchmark assessments (Whittington).</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Implement an Early Bird and Extended Day class <ul style="list-style-type: none"> <li>• Enroll target students</li> <li>• Provide additional instruction and support to students</li> <li>• Review the observations and progress reports weekly.</li> </ul> </li> </ul>                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Instructional Leadership Team</li> <li>• Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul> | 08/08 | <ul style="list-style-type: none"> <li>• Class and attendance rosters—monitor student participation in the programs monthly (Whittington).</li> <li>• Approved teacher contracts—Utilize certified teachers to provide student extended instructions in science (Laws).</li> <li>• Weekly walk-through and formal observations, documented monthly. The ILT will monitor instruction and provide effective support as needed (Whittington).</li> <li>• Quarterly spreadsheet that shows student science growth on MAP and benchmark assessments (Whittington).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• Implement single gender strategies to promote student learning <ul style="list-style-type: none"> <li>• Review lesson plans weekly</li> <li>• Have teachers present best practices monthly</li> <li>• Survey parents, teachers, and students to obtain feedback on strategies effectiveness</li> <li>• Conduct and review teacher observations of single gender strategies implementation</li> <li>• Teachers will present best practices at single gender and middle school conferences</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Instructional Leadership Team</li> <li>• Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul> | 08/08 | <ul style="list-style-type: none"> <li>• Agenda of teacher training—ensure that teachers are prepared to implement single gender strategies. (Laws)</li> <li>• Weekly teacher lesson plans, reviewed quarterly—show teacher plan and preparation to effectively implement single gender strategies. (Whittington)</li> <li>• Cluster meeting record—allows ILT to continuously monitor student learning and supervise instructional implementation. (Whittington)</li> <li>• End of year Parent, teacher, and student surveys—obtain feedback on the effectiveness of single strategies to promote student learning. (Laws)</li> <li>• Weekly walk-through and formal observations, documented monthly. The ILT will monitor instruction and provide effective support as needed and provide feedback on the effectiveness of single gender strategies to promote student learning. (Whittington)</li> <li>• Conference registration—record of teacher presentation of single gender best practices (Laws)</li> </ul> |
| <ul style="list-style-type: none"> <li>• Implement differentiated instructional strategies to address the learning needs of each students <ul style="list-style-type: none"> <li>• Provide additional staff development on differentiated instruction</li> <li>• Review teacher lesson plans for differentiated instructional strategies</li> <li>• Conduct and review teacher observations for differentiated instructional strategies implementation</li> </ul> </li> </ul>                                                                            | <ul style="list-style-type: none"> <li>• Instructional Leadership Team</li> <li>• Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul> | 08/08 | <ul style="list-style-type: none"> <li>• Agenda of teacher training—ensure that teachers are prepared to implement differentiated strategies. (Laws)</li> <li>• Review teacher lesson plans quarterly—record teacher plan and preparation to effectively show teacher planning and preparation to effectively implement differentiated strategies. (Whittington)</li> <li>• Cluster meeting records—allows ILT to continuously monitor student learning and supervise instructional implementation. (Whittington)</li> <li>• Weekly walk-through and formal observations, documented monthly, to obtain feedback on the effectiveness of differentiated strategies to promote student learning. (Whittington)</li> </ul>                                                                                                                                                                                                                                                                                              |

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| <ul style="list-style-type: none"> <li>• Provide engaging lessons, activities, and content that are based on the South Carolina science standards</li> <li>• Use the Anderson 5 curriculum as a framework</li> <li>• Provide additional staff development on Anderson 5 curriculum alignment</li> <li>• Review teacher lesson plans for effective lessons</li> <li>• Conduct and review classroom observations</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>• Instructional Leadership Team</li> <li>• Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul> | 08/08 | <ul style="list-style-type: none"> <li>• Curriculum Guides and Pacing Guides--will provide the framework for science instruction following the SC Academic Standards. (Whittington)</li> <li>• Review teacher lesson plans quarterly to provide evidence of continuous standard based lessons and activities (Whittington)</li> <li>• Weekly TAP observation Results, documented monthly, provide documentation of standards based instructions and activities (Whittington).</li> <li>• Weekly cluster meeting records—allow the instructional team to review, monitor, and plan instructional implementation and support activities (Whittington)</li> </ul> |
| <ul style="list-style-type: none"> <li>• Provide student incentives for academic and character achievements</li> <li>• Schedule quarterly awards and recognition ceremonies</li> <li>• Award students a free ticket to Carolina Panthers game in December 2008 who has the greatest increase in their MAP Science Concepts and Processes score</li> <li>• Award students a free ticket to the Charlotte Bobcats game in March 2009 who achieve a Fall 08 to Spring 09 MAP growth of 6 points in Science Concepts and Processes</li> </ul> | <ul style="list-style-type: none"> <li>• Principal, Laws</li> <li>• Assistant Principal, Altman</li> <li>• Bookkeeper, Dot Sullivan</li> </ul> | 10/08 | <ul style="list-style-type: none"> <li>• Purchase requests—purchase of trophies and medals for student awards ceremonies (Laws, Sullivan)</li> <li>• Purchase requests—purchase of tickets for the Carolina Panthers and Charlotte Bobcats games. Extrinsic rewards will provide students the motivation to give their best efforts on assessments. (Laws, Sullivan)</li> <li>• Field Trip request forms—documentation of incentives provided for student achievement (Laws)</li> <li>• Award Rosters—identify the students that met the established goal (Laws, Altman)</li> </ul>                                                                            |

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

#### Focused Principal's Instructional Leadership Goal 1:

**By April 1, 2009, 50% or more of certified teachers will have obtained an overall observation rating of 3.0 as indicated by Comprehensive Online Data Entry (CODE).**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

| <b>Strategy</b><br>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | <b>Person(s) Responsible<br/>(Position/Name)</b>                                                                                           | <b>Start Date of Strategy</b> | <b>Indicator(s) of Implementation</b><br><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>Provide professional development on the TAP instructional Rubric</li> </ul>                               | <ul style="list-style-type: none"> <li>Instructional Leadership Team</li> <li>Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul> | 07/08                         | <ul style="list-style-type: none"> <li>Agenda and sign-in log—documentation of teacher participation in TAP rubric training (Laws, Altman).</li> <li>Teacher Survey—documentation of teacher preparation to implement instructions based on the TAP instructional rubric (Laws, Altman).</li> <li>Cluster Record—detail record of training and support provided to teachers on the TAP instructional rubric (Laws, Altman).</li> </ul> |
| <ul style="list-style-type: none"> <li>Model strategies and instructional practices</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul>                                        | 07/08                         | <ul style="list-style-type: none"> <li>Teacher Assistance Log—documentation of master teacher support and assistance to teacher (Laws, Altman).</li> <li>Cluster Record—detail record of training and support provided to teachers on the TAP instructional rubric (Laws, Altman).</li> </ul>                                                                                                                                          |



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| <ul style="list-style-type: none"> <li>• Conduct walk-through and formal observations</li> </ul> | <ul style="list-style-type: none"> <li>• Instructional Leadership Team</li> <li>• Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul> | 07/08 | <ul style="list-style-type: none"> <li>• Walk-through summary reports—summary of ELA, Math, Science, and Social Studies classroom walk through. Identify areas of strengths and weaknesses (Laws, Altman).</li> <li>• Formal observations reports—documentation of teacher instructional performance. Identify teachers' strengths and weaknesses based on the TAP instructional rubric. Observations will be scored and entered into CODES (Laws, Altman).</li> <li>• Post conference reports—documentation of the observer and teacher discussion of the observation results. Allow teachers to identify and develop specific weakness (Laws, Altman).</li> </ul> |
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## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

#### **Focused Principal's Instructional Leadership Goal 2:**

**Goal 1: By April 1, 2009, 70% of the targeted students (students that scored Below Basic or Basic on 2008 PACT) in grades 6<sup>th</sup> through 8<sup>th</sup> at REMMS will increase their overall MAP Reading (ELA) score as measured by their fall 2008 by 6 points or more on the spring 2009 MAP Reading assessment.**

**Goal 2: By April 1, 2009, 70% of the targeted students (students that scored Below Basic or Basic on PACT 2008) in grades 6<sup>th</sup> through 8<sup>th</sup> at REMMS will increase their overall MAP Math score as measured by their fall 2008 by 6.5 points or more on the spring 2009 MAP Math assessment.**

**Goal 3: By April 1, 2009, 70% of the targeted students (students that scored Below Basic or Basic on 2008 PACT Science) in grades 6<sup>th</sup> through 8<sup>th</sup> at REMMS will increase their overall MAP Science-Concept and Processes score as measured by their fall 2008 by 6 points or more on the spring 2009 MAP Science-Concepts and Processes assessment.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

| <b>Strategy</b><br><br>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.                                                                                                                                                                                                                                                                                                              | <b>Person(s) Responsible<br/>(Position/Name)</b>                                                       | <b>Start Date of Strategy</b> | <b>Indicator(s) of Implementation</b><br><br><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>                            |
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| <ul style="list-style-type: none"> <li>Supervise the administration of the MAP assessment</li> <li>Administer the MAP assessment during the first week of September, December, and the end of February.</li> <li>Use the September assessment to establish the baseline data for the FSRP goal. Identify students that are enrolled in the early bird, extended day, and enrichment programs.</li> <li>Use December administration to monitor progress</li> </ul> | <ul style="list-style-type: none"> <li>Principal, Laws</li> <li>Assistant Principal, Altman</li> </ul> | 9/08                          | <ul style="list-style-type: none"> <li>MAP Results—the fall MAP science scores will establish student performance levels (Laws, Altman)</li> <li>Final data spreadsheet—determine if the FSRP goal was met (Laws, Altman)</li> </ul> |

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| <ul style="list-style-type: none"> <li>Use the February assessment to determine attainment of FSRP goal</li> </ul>                                                                                                                                                                                                               |                                                                                                                                          |       |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>Supervise the utilization of Class Works programs to improve student achievement               <ul style="list-style-type: none"> <li>Enroll students</li> <li>Monitor student progress and participation</li> <li>Review observations and progress reports weekly</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Instructional Leadership Team (ILT)--Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul> | 08/08 | <ul style="list-style-type: none"> <li>Class roster—enroll students into enrichment labs to build skills identified as weak by MAP (Laws, Moore)</li> <li>Progress report—allows the ILT to monitor student progress towards meeting the FSRP goal. (Laws, Altman)</li> <li>Summary of Walk-through and formal observations—allows the ILT to monitor instructions and provide effective support as needed. (Laws, Altman)</li> </ul>        |
| <ul style="list-style-type: none"> <li>Implement an Early Bird and Extended Day programs               <ul style="list-style-type: none"> <li>Enroll target students</li> <li>Provide additional instruction and support to students</li> <li>Review the observations and progress reports weekly.</li> </ul> </li> </ul>        | <ul style="list-style-type: none"> <li>ILT--Laws, Altman, Whittington, Jones, Myers, McElveen</li> </ul>                                 | 08/08 | <ul style="list-style-type: none"> <li>Class and attendance rosters—monitor student participation in the programs. (Laws, Altman)</li> <li>Approved teacher contracts—Utilize certified teachers to provide student extended instructions in science. (Laws)</li> <li>Summary of Walk-through and formal observations—allow the ILT to monitor instructions and provide effective instructional support as needed. (Laws, Altman)</li> </ul> |
| <ul style="list-style-type: none"> <li>Schedule students that scored Below Basic on 2008 PACT Math two periods of instructions</li> </ul>                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Principal, Laws</li> <li>Guidance, Kelley Moore</li> </ul>                                        | 08/08 | <ul style="list-style-type: none"> <li>Student schedules (Moore)</li> <li>Student progress reports (Moore)</li> <li>Spreadsheet comparing double block student performance with non double block student performance (Laws)</li> </ul>                                                                                                                                                                                                       |

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators’ Instructional Leadership Goal 1:** By April 1, 2009, the district administration of FD3 will demonstrate support of the academic achievement student goals and the principal goals at REMMS by providing on-site support and resources to monitor educator and student performance as measured by the student achievement goals listed below.

**Goal 1:** By April 1, 2009, 70% of the targeted students (students that scored Below Basic or Basic on 2008 PACT) in grades 6<sup>th</sup> through 8<sup>th</sup> at REMMS will increase their overall MAP Reading (ELA) score as measured by their fall 2008 by 6 points or more on the spring 2009 MAP Reading assessment.

**Goal 2:** By April 1, 2009, 70% of the targeted students (students that scored Below Basic or Basic on PACT 2008) in grades 6<sup>th</sup> through 8<sup>th</sup> at REMMS will increase their overall MAP Math score as measured by their fall 2008 by 6.5 points or more on the spring 2009 MAP Math assessment.

**Goal 3:** By April 1, 2009, 70% of the targeted students (students that scored Below Basic or Basic on 2008 PACT Science) in grades 6<sup>th</sup> through 8<sup>th</sup> at REMMS will increase their overall MAP Science-Concept and Processes score as measured by their fall 2008 by 6 points or more on the spring 2009 MAP Science-Concepts and Processes assessment.

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

| <b>Strategy</b><br>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.                                                       | <b>Person(s) Responsible<br/>(Position/Name)</b>                                                                                                                            | <b>Start Date of Strategy</b> | <b>Indicator(s) of Implementation</b><br><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| 1. The district leadership team will provide in-service on the instructional rubric which are components of effective teaching and learning through which are on the walk-about evaluation instrument. | Superintendent/<br>Beth Wright,<br>Senior Director of Accountability/<br>Laura Hickson,<br>Senior Director of Academic Improvement/<br>Dianne Oliver,<br>Senior Director of | Aug. 2008                     | The district’ leadership team will ensure that REMMS’s school leadership team will participate in on-going in-services on the instructional rubric. Follow up meetings will be scheduled based on the record of the previous meeting. Record and agendas will be maintained for documentation purposes. The school leadership team will train the teachers on components of effective teaching and learning during cluster meetings based on the information obtained from the district rubric training. This will be documented in their cluster meeting record. The components of the instructional rubric are on FSD3’s walk-about instrument used for teacher observations. (Laura Hickson) |

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|                                                                                         | Student Services/<br>Yvonne Scott<br>District-hired<br>Consultant/<br>Patricia Chandler,<br>Senior Director of<br>Special Services/<br>Juanita Wilson,<br>Senior Director of<br>Instruction/<br>Barbara Woodbury                                                                                                                                                                                         |            |                                                                                                                                                                                               |
| 2. The district leadership team will attend school level cluster meetings once a month. | Superintendent/<br>Beth Wright,<br>Senior Director of<br>Accountability/<br>Laura Hickson,<br>Senior Director of<br>Academic<br>Improvement/<br>Dianne Oliver,<br>Senior Director of<br>Student Services/<br>Yvonne Scott<br>District-hired<br>Consultant/<br>Patricia Chandler,<br>Senior Director of<br>Special Services/<br>Juanita Wilson,<br>Senior Director of<br>Instruction/<br>Barbara Woodbury | Sept. 2008 | The district' leadership team will ensure that REMMS provides weekly cluster meetings at the school level. Evidence of this will be noted in their cluster meeting record.<br>(Laura Hickson) |

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| 3. The district leadership team will conduct periodic site visits (a minimum of 20) to REMMS using FSD3 “Walk-About” observation instrument and provide feedback to the building principal.                             | Superintendent/<br>Beth Wright,<br>Senior Director of<br>Accountability/<br>Laura Hickson,<br>Senior Director of<br>Academic<br>Improvement/<br>Dianne Oliver,<br>Senior Director of<br>Student Services/<br>Yvonne Scott<br>District-hired<br>Consultant/<br>Patricia Chandler,<br>Senior Director of<br>Special Services/<br>Juanita Wilson,<br>Senior Director of<br>Instruction/<br>Barbara Woodbury | Sept. 2008      | The district leadership team will visit REMMS school as a team and individually to observe teachers and provide written instructional feedback. Copies of “Walk-About” observation forms along with feedback will be given to teachers as well as kept on file in the office as documentation. Suggestions and/or recommendations will be noted on the walk-about form, if needed. (Laura Hickson) |
| 4. The district leadership team will provide three Master teachers at the school level in order for REMMS to better implement the TAP instructional rubric.                                                             | Superintendent/<br>Beth Wright                                                                                                                                                                                                                                                                                                                                                                           | August 2008     | The superintendent will hire three master teachers. There will be a master teacher for each content or grade span area. The Master teachers will be responsible for conducting cluster meetings, modeling best practices instructional strategies, and supporting teachers. (Laura Hickson)                                                                                                        |
| 5. The district leadership team will collaborate with the REMMS leadership team to analyze data for the improvement of instructional programs and implementation effective resources to strengthen student achievement. | Beth Wright,<br>Superintendent<br>Laura Hickson,<br>Senior Director of<br>Accountability<br>Diane Oliver,<br>Yvonne Scott, Senior<br>Director of Student<br>Services,<br>Patricia Chandler,<br>district –hired<br>consultant<br>Juanita Wilson,<br>Senior Director of<br>Special Services<br>Barbara Woodbury,<br>Senior Director of<br>Curriculum & Instru.                                             | August,<br>2008 | The district leadership team will meet a minimum of quarterly with the REMMS leadership team and analyze assessment data, both for targeted populations and school-wide data. Copies of record, agendas, power points, assessment data, charts/graphs, ...will be maintained as documentation (Laura Hickson).                                                                                     |

# FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators' Instructional Leadership Goal 2:** By April 1, 2009, the district administration of FD3 will demonstrate support of the academic achievement student goals and the principal goals at REMMS by providing the funds for the necessary resources, cluster planning time, and professional development necessary to effectively implement instructional strategies necessary to meet the student achievement goals.

**Goal 1:** By April 1, 2009, 70% of the targeted students (students that scored Below Basic or Basic on 2008 PACT) in grades 6<sup>th</sup> through 8<sup>th</sup> at REMMS will increase their overall MAP Reading (ELA) score as measured by their fall 2008 by 6 points or more on the spring 2009 MAP Reading assessment.

**Goal 2:** By April 1, 2009, 70% of the targeted students (students that scored Below Basic or Basic on PACT 2008) in grades 6<sup>th</sup> through 8<sup>th</sup> at REMMS will increase their overall MAP Math score as measured by their fall 2008 by 6.5 points or more on the spring 2009 MAP Math assessment.

**Goal 3:** By April 1, 2009, 70% of the targeted students (students that scored Below Basic or Basic on 2008 PACT Science) in grades 6<sup>th</sup> through 8<sup>th</sup> at REMMS will increase their overall MAP Science-Concept and Processes score as measured by their fall 2008 by 6 points or more on the spring 2009 MAP Science-Concepts and Processes assessment.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

| Strategy                                                                                                                                                                                                                                                                   | Person(s) Responsible<br>(Position/Name)                                                                                                                                                                  | Start Date of Strategy | Indicator(s) of Implementation                                                                                                                                                                                                                                                   |
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| List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.                                                                                                                                              |                                                                                                                                                                                                           |                        | <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>                                                                                                                     |
| 1. The district leadership team will collaborate with the leadership team at REMMS every 9 weeks to identify and provide resources to schools that will help ensure effective implementation of the A-5 curriculum that will be used to teach the S.C. academic standards. | Superintendent/<br>Beth Wright,<br>Senior Director of<br>Accountability/<br>Laura Hickson,<br>Senior Director of<br>Academic<br>Improvement/<br>Dianne Oliver,<br>Senior Director of<br>Student Services/ | July 2008              | The district' leadership team will ensure that REMMS receives necessary instructional resources in order for the school to fully teach the S.C. academic standards through the continued implementation of the A-5 curriculum to improve student achievement.<br>(Laura Hickson) |

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|                                                                                                                                                                                                                           | Yvonne Scott<br>District-hired<br>Consultant/<br>Patricia Chandler,<br>Senior Director of<br>Special Services/<br>Juanita Wilson,<br>Senior Director of<br>Instruction/<br>Barbara Woodbury                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                 |
| 2. The district leadership team will create and work with Content Teams to use the district's compilation of Anderson 5 Curriculum changes, additions, and revisions to develop new ELA, Math, and Science lessons/units. | Superintendent/<br>Beth Wright,<br>Senior Director of<br>Accountability/<br>Laura Hickson,<br>Senior Director of<br>Academic<br>Improvement/<br>Dianne Oliver,<br>Senior Director of<br>Student Services/<br>Yvonne Scott<br>District-hired<br>Consultant/<br>Patricia Chandler,<br>Senior Director of<br>Special Services/<br>Juanita Wilson, Senior<br>Director of Instruction/<br>Barbara Woodbury | July 2008 | The Content Teams will collaborate to develop necessary changes, additions, and revisions in the Anderson 5 curriculum which will be linked directly to the SC academic standards. If new lessons or units need to be written, this will be done in order to fully implement and accomplish their stated goals. (Laura Hickson) |



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| 3. The district leadership team will survey the administrators, teachers, and paraprofessionals to help determine current professional development needs of the staff to assist them with the implementation of the A-5 curriculum that will be used to teach the SC academic standards.                          | Superintendent/<br>Beth Wright,<br>Senior Director of<br>Accountability/<br>Laura Hickson,<br>Senior Director of<br>Academic<br>Improvement/<br>Dianne Oliver,<br>Senior Director of<br>Student Services/<br>Yvonne Scott<br>District-hired<br>Consultant/<br>Patricia Chandler,<br>Senior Director of<br>Special Services/<br>Juanita Wilson,<br>Senior Director of<br>Instruction/<br>Barbara Woodbury | Sept. 2008 | The district's leadership team will assist in determining REMMS's professional development needs in order to support and assist in providing what is needed for the staff to fully implement and accomplish their goals that will increase student achievement. District leaders will administer school leaders and teachers the Implementation of FCSD3 Designated Curriculum for PK-8 based on the Anderson 5 Implementation Rubric to rate the overall Anderson 5 implementation process.<br>(Laura Hickson)                                               |
| 4. Based on the professional development needs from the survey, the district leadership team will provide funds for teachers and the leadership team to participate in on-going professional development that supports the use of best practices for teaching and learning that will improve student achievement. | Superintendent/<br>Beth Wright,<br>Senior Director of<br>Accountability/<br>Laura Hickson,<br>Senior Director of<br>Academic<br>Improvement/<br>Dianne Oliver,<br>Senior Director of<br>Student Services/<br>Yvonne Scott<br>District-hired<br>Consultant/<br>Patricia Chandler,<br>Senior Director of<br>Special Services/<br>Juanita Wilson,<br>Senior Director of<br>Instruction/<br>Barbara Woodbury | Sept. 2008 | The district' leadership team will ensure funding that allows REMMS to participate in on-going professional development on best practices for teaching and learning of the academic standards through the implementation of A-5 Curriculum. Feedback/evaluation forms from participants will be kept on file. District leaders will administer school leaders and teachers the Implementation of FCSD3 Designated Curriculum for PK-8 based on the Anderson 5 Implementation Rubric to rate the overall Anderson 5 implementation process.<br>(Laura Hickson) |

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| 5. The district will provide funding for additional cluster meetings outside the school day for curriculum planning to help ensure implementation of SC academic standards and successful instructional strategies. | Beth Wright,<br>Superintendent | September<br>2008 | The district will maintain stipend forms and certificates of recognition for participation in additional contributions to increased student achievement as documentation. Agendas for each cluster meeting will also be maintained. (Laura Hickson). |
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**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative  
Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

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**Anderson 5 (A5) Curriculum** - Curriculum that was developed by Anderson School district #5 and is based on the South Carolina state standards. It is approved as a curriculum model by the South Carolina State Department of Education.

**Class Works**—Class Works is a computerized tutorial program that is aligned with South Carolina standards for ELA, math, and science. Class Works uses MAP data to identify objectives that each student failed. Class Work creates a lesson plan that is unique to each student and prescribes a list of activities for each student to complete to address student weaknesses. This is called a prescription. The program provides auditory and visual lessons that promote student engagement.

**Cluster** – Staff development for content teachers conducted two days per week for 50 record during the school day. The master teachers provide instructional support, training, and model strategies to be implemented in the classroom. The training is based on the weekly review of student data.

**CODE** – Comprehensive Online Data Entry is used to keep a record of all formal observations for teachers, data analysis from teacher observations, teacher instructional strengths and weaknesses, overall teacher observation score, and cluster meeting records.

**MAP- Measures of Academic Progress** - Measures of Academic Progress (MAP) are state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time. MAP also gives diagnostic information for teachers and administrators to assist them in making data-driven decisions.

**PACT – Palmetto Achievement Challenge Tests** –The Palmetto Achievement Challenge Tests (PACT) is a standards-based accountability measurement of student achievement in four core academic areas - English language arts (ELA), mathematics, science, and social studies.

**TAP—Teacher Advancement Program**—TAP is a school instructional reform model that focuses on improving student achievement by increasing the quality of instruction. TAP is a state and nationwide initiative. As a part of TAP, teachers meet twice a week in what is called clusters. Each cluster is 50 record. During clusters, master teachers present to teachers researched based and tested strategies to improve student achievement. Teachers are given time to develop lesson using the strategies. This process usually requires several weeks of clusters before a new strategy is introduced.

**Target Students** – Students who scored below basic or basic on PACT 2008 in English/Language Arts and/or Math.